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ABSTRACT

The discussion of the nursing education module consists of three sections. Section 1 provides a kick-off speech for a workshop on modules for nursing educators. The text of the kick-off address is given, supplemented by applications to be suggested during the workshop. Section 2 contains an outline of the explanations, illustrations, anecdotes, and diagrams used to explain the module, correlated by matching paragraph number to Section 1. Its purpose is to provide more details for the ideas summarized in the kick-off speech. The material was prepared for use at a workshop on how to apply modules to individualized learning situations designed for independent study. The three part outline provides materials correlating the text of the speech to one or more examples for each component under study, and to applications for further analysis and investigation on the part of the listeners. In Section 3 a brief glossary of module terms, a discussion of the end product, sample application exercises, and a bibliography are provided.
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TABLE OF CONTENTS

Pages

THE MODULE: A TOOL IN NURSING EDUCATION----------i

SECTION I

THE MODULE: A TOOL IN NURSING EDUCATION----------1

SECTION II

THE MODULE: A TOOL----------10

BASICS OF INVESTING IN MODULES (OR IN ANYTHING ELSE)----------15

SECTION III

THE PARADE OF MODULES----------16

THE END PRODUCT----------17

APPLICATION EXERCISE----------19

OPERATING ROOM (LEVEL ONE)----------20

BIBLIOGRAPHY----------21

CRITICAL EVALUATION----------22

THE MODULE: A TOOL IN NURSING EDUCATION

This publication provides a kick-off speech for a workshop on modules destined for nursing educators.

The text of the kick-off address is given on the left hand side of each page.

Applications that will be suggested during the workshop are indicated on the right hand side.

As the kick-off talk is given, the participants in the audience are given a chance to note down questions and inquiries.

During the question and answer session that follows, each of these questions can be answered by referring to the specific paragraph number being investigated.

A supplementary guide to the module is provided on the pages entitled, THE MODULE: A TOOL. These pages provide the outline of an extended lecture that goes into detail on explaining the analysis, the organization, and the implementation of modules.

The left column of this document correlates with the preceding text.

The middle column of this document provides one or more examples for each component under study.

The right hand column provides room for further analysis and investigation on the part of the listeners.

Section I

THE MODULE:

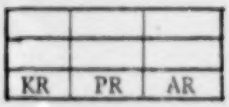
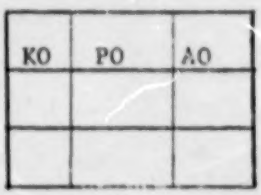
A Tool in Nursing Education

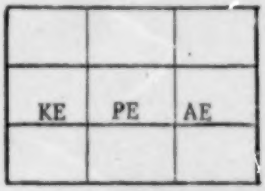
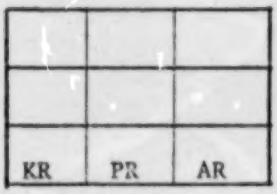
	APPLICATION
Today's topic is a tool used in Nursing Education. This tool is called the MODULE. Theoretical considerations about modules are not on today's agenda which stresses practical applications.	1. Theme:
A module is a (a) self-standing (b) learning package (c) that can be used in a variety of ways (d) by teachers and (e) by learners.	2. Definition: a. b. c. d. e.
The module is not a new tool. Modules are now being tested in the United States and Canada. This pragmatic evaluation of modules takes the form of practical applications. In these hands on applications, professional educators are given a chance to organize teacher developed material in a systematic package designed for more efficient student learning. In addition to the practicality of modules, consideration is focused on time saving ingredients that return to students more results per hour of time invested.	3. Testing = Practical Applications
It's difficult to sum up in a few words the reaction of the education community towards the benefits that result from using the module. Nevertheless, here is an attempt: Nurses like it. (RN, PN, and aides.) Doctors like it. (MD, Ph.D., and Ed.D.) Students like it. (High IQ and low IQ) States like it. (USA and abroad) Provinces like it. (PQ and ONT.) (P.S. "It" stands for "the module" or "modules.") It is hoped today's participants will like it.	4. Public Reactions:

A MODULE is a (a) self-standing
(b) learning package
(c) that can be used in a variety of ways
(d) by teachers and
(e) by learners.

TEXT	APPLICATION
The subject of modules often elicits two questions: • Where can modules be purchased? • How can modules be developed by local staff at low cost? These questions have answers that can be discussed later.	5. Typical Concerns:
The big question today is how much can be accomplished in the time available here and back home. If too much is attempted, over-ambitious plans are doomed to failure. If too little is done, simplistic plans are doomed to boredom. Modules are easy to talk about. The test of the value of talk about modules is the translation of talk into preliminary versions of modules.	6. Realistic Planning:
A nursing expert who has applied a matrix system to modules is here. A matrix is an analytical tool that helps specify course objectives, evaluations, and resources in the domains of knowledges, performances, and attitudes. The developers of the matrix x-ray are also present. A cross-section of dedicated educators is in attendance. Working together as a team is one way to answer insightful questions, to point out practical applications, and to share innovative values.	7. Team Goals: TEAM MEMBERS: a. b. c. TEAM GOALS: KO | PO | AO KE | PE | AE KR | PR | AR
Today's presentation can be compared to a two-step: Step 1: Short, clear, and precise presentations of the module and the matrix. Step 2: Practical, imitable, and brief applications of the modules and the matrix. This two-step is preferable to wasting time hearing about theories that may never be tried out.	8. Today's Goals: 1st: KO: 2nd: PO: 3rd: AO:

TEXT	APPLICATION
In a workshop like this, the audience sometimes takes notes on what is said. In this workshop, participants use paper and pencil but for a different purpose. The objective of using paper and pencil is to practice what is preached about modules. Systematic practice translates fuzzy ideas about modules into concrete applications.	9. Today's Task:
No cookbook recipes for a module or a matrix are provided today, yet the example of a cookbook is illustrative of today's task. If a chef spends too much time just reading recipes in a cookbook and doesn't cook anything new, the chef hasn't learned or done very much as far as the activity of cooking is concerned. Similarly, in studying about the module and the matrix, something must be done to go beyond theory. If errors occur, these mistakes can serve as stimuli for progress. Anyone who makes one module mistake today and corrects this error before going home is almost certain to continue to make some progress back home no matter how gradual this advance might be.	10. Today's Target: KO: PO: AO: KO | PO | AO | | | | | | | |
Obviously, today each participant is to use ears and head, but more importantly, each listener is to use hands, pencils and paper, and teaching experience to start building modules. This means to start asking questions, to start doing things, and to start trying out innovative approaches encountered today.	11. Today's Test: KE: PE: AE: | | | | KE | PE | AE | | | |

TEXT	APPLICATION
Since 1970, both developers of the matrix have attended almost a workshop a month on modules. Each workshop had all sorts of noble objectives. Very often, these noble objectives are not backed up with DOable resources. In other words, the dominant participant activity is to sit back and listen. Today, this passivity is out of order. Participants sit down for a while, but each listener is expected to do more than listen. This "something extra" expected is the activity of trying to start developing a module.	12. Today's Technology: KR: PR: AR: 
In this workshop room today, there are no immature students. This room is a gathering place for mature educators who have advice to give to learners. These experienced educators may pick up a few tricks of the trade. In no way should the outcome of this assembly be considered a set of things to do. Today's gathering provides opportunity to test out one way to organize in a module the thousand and one things experienced teachers do when in the presence of students who want to learn.	13. Today's Team: • Experience • Maturity
Many of today's participants plan to return to an office overflowing with materials. The difficulty is that these piles of materials are not organized and retrievable for immediate use. This lack of organization is under attack whenever participants use a matrix to analyze and develop modules. Organization comes before writing in the matrix. In other words, there is no need to start writing modules from zero. Much that learners seek in self-instructional modules already exists either on paper or in the heads of teachers. Today's objective is to help activate and organize this latent material.	14. Organize before Writing 

TEXT	APPLICATION
The evaluation of today's workshop will not count the number of words spoken by the presenters as the measure of success. Today's evaluation may count how many words participants speak and how many things participants write down on paper whether in complete form or in outline format. More importantly, today's evaluation goes beyond product counting to stress process analyses, application, and awareness.	15. Workshop Evaluation 
Today, matrix analysis and module development are presented as processes and not necessarily as new products. Any process of organization tries to put things together systematically. Selling the two processes of matrix and module is not the same thing as selling a textbook or selling a set of ready made objectives, evaluation, and resources.	16. Process Resources 
Some time ago, in the year 1932 to be exact, a prestigious university offered a graduate course in the educational psychology department on modern theories of intelligence. The professor was a famous visiting educational psychologist from England. The gentleman's specialty was the G factor of intelligence. The professor lectured and lectured. After the first day of extemporaneous comments, the lecturer brought the latest book and magazine articles on the subject to class and started to read. The professor modestly admitted authorship of the book and articles. After five weeks of reading, the guest professor was halfway through the book that summed up the five most research filled years of the lecturer's scholarly life. The class learned very little, except that the professor didn't like to be interrupted with even the most insightful question. Years later, this same professor, even as a professor emeritus, was still reading the same book on the G theory of intelligence and still ignoring implementation questions. This theory is still being taught in many graduate schools as a curiosity, but frankly, very few practical applications exist. The professor preferred theory to practice even though implementation questions should have been tackled.	17. Concluding Example: • From theory • To practice

TEXT	APPLICATION
The situation wherein theory outweighs application is not on today's agenda that features the module and the matrix. Asking practical questions, outlining teachable modules, and emphasizing learnable objectives will keep this workshop on the right track.	18. Conclusion

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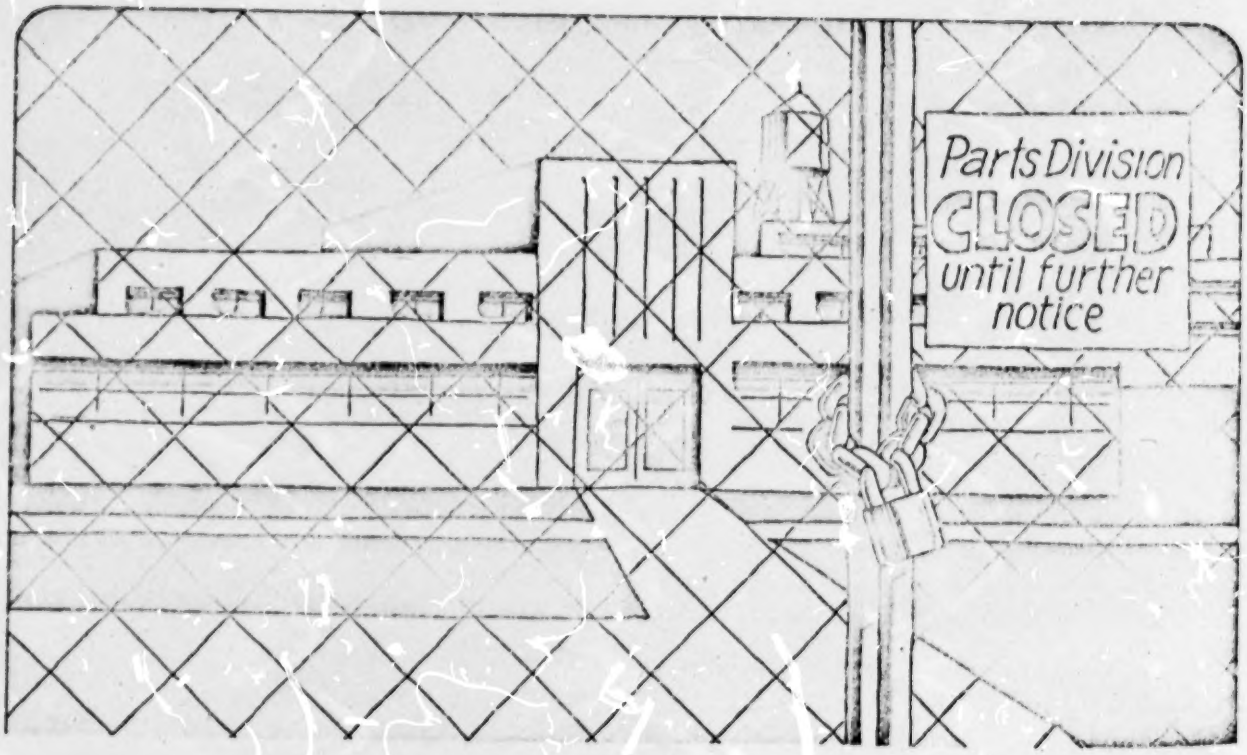


1. A textbook is one thing

2. A modularized learning activity package is another thing

3. A textbook is subject to revision every year, two years, or three years

4. A modularized learning activity package is subject to revision at a moment's notice

5. The user must be able to get the new parts of a module immediately and with minimum difficulty if the modularized learning activity package is to be of maximum benefit

Powerful. Efficient. Inexpensive.

The dirty story nobody wants to hear.

1. ROLE: Policy making in a corporate body is a necessary human skill that can be acquired.

2. FUNCTION: Deliberation is the heart of policy making.

3. VALUES: Typical values include impartiality, avoidance of conflict of interest, stress on learner benefits, and value clarification.

There is much to learn in a short time.

Our business is to provide solutions where they are needed.

SECTION II

The following pages provide an outline of explanations, illustrations, anecdotes, and diagrams used to explain the module.

Each paragraph in both the kick off speech, that is, Section I, (THE MODULE: A TOOL IN NURSING EDUCATION) and the following pages, that is, Section II, (THE MODULE: A TOOL) is correlated by an identical paragraph number.

The following pages are meant to provide more details for the ideas summarized in the kick off speech.

This material was prepared for use at a workshop on how to apply modules to individualized learning situations designed for independent study. As such, this material is ABOUT independent study. This material in its present state is NOT in the format of an independent study module since it requires a workshop environment with a teacher to round out the fine points. However, it is correct to say that this material contains an APPROPRIATE OUTLINE AND SEQUENCE FOR an independent study module. To transform this outline into a learner-paced module would merely require enough editing to make the written text stand on its own.

The Module: A Tool

TEXT	EXAMPLE	APPLICATION
1. Theme	Buying a tool chest: THEORY. Using a tool: PRACTICE. Accept unalterable: data Alter alterable: deeds Tell the difference: decision	Theory: ask question. Practice: test answer.
2. Definition	Module = a building block a. Six-pack trasportability b. Ease of assembly (vs. fall apart like house of cards) c. Unforeseen combinations d. Master plan e. Customized product	
3. Testing	Team A: pride of authorship ·up-to-date content ·literary excellence ·no loose ends Team B: effectiveness of learning ·easy to use (baby steps) ·self-paced ·challenging (giant steps)	
4. Public Reaction	A good concept. Not enough available. Time-consuming to homemake.	

TEXT	EXAMPLE	APPLICATION
5. Typical Concerns	Purchase: "Send me 5 copies of everything." (A FLOOD OF PAPER) Share: "We'll send them next month when edited." (MANANA COPYRIGHT)	
6. Realistic Planning	Too much: late pm, Sat., Sund. (3 volumes, 100 obj., and little new) Too little: 6 week workshop for a two week unit	
7. Team Goals	I: What is your specialty? We: Which specialists do you need on your team?	
8. Today's Goals	Easy to explain (without questions) Hard to practice (without discipline)	

TEXT	EXAMPLE	APPLICATION
9. Today's Task	Talker: tongue (words) Writer: pencil (paper) Editor: criticism (eraser) Teacher: imitation (chalk)	
10. Today's Target	How keep score? follow-up letters On site visits Modules exchanged Motivation: encouragement, praiser, success	
11. Today's Test	Progress on a self-developed goal: self-rating	
12. Today's Technology	"Acres of Diamonds" ·in backyard ·in file cabinet Polishing a handful of dirty old stones	

TEXT	EXAMPLE	APPLICATION
13. Today's Team	How well do we know others? a. Kidnapper: "Have champagne supper on me!" Kidnapper: "You did that to us!" b. Money in shoe or sock myth. How well do we know ourselves? -psychiatrists: 3/1000 -psychologists: 650/1000 will obey just like Eichmann	
14. Organize before Writing	The pile of papers each one can manage The uncluttered desk that symbolizes its occupant The computer that belches forth almost anything	
15. Workshop Evaluation	Formal: obj-eval-res Informal: self-benefit analysis -why fill out forms? -you, your son, and your grandfather at staff development seminars?	
16. Process Resources	Module: many pages (DO ONE MODULE) Matrix: one page (DO MANY MATRICES) Match available components	

TEXT	EXAMPLE	APPLICATION
17. Concluding Example	Aptitude G=general IQ S=specific IQ M=mixed IQ D=domain IQ 3-D=multi-phasic IQ	G=culture (AE) S=data-skill (PE) M=hodgepodge (KE) D=KE, PE, AE 3-D=unique score (Σ K, P, A)
18. Conclusion	Learnable (AR) ↑ Teachable (PR) ↑ Measurable (KR) ↑ Step One	
19. Busy Prof's	Priority 1: Priority 2: Priority 3:	Space vs. Poverty $putnik vs. Science Welfare vs. Careers

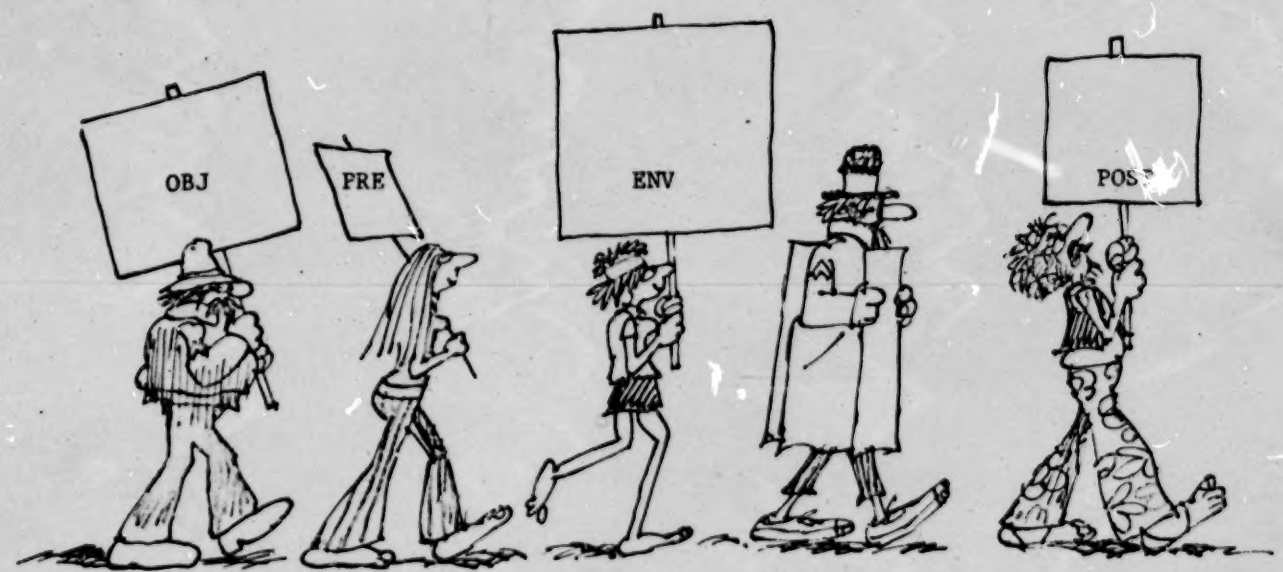
BASICS OF INVESTING IN MODULES

(OR IN ANYTHING ELSE)

INQUIRY	EXAMPLE	APPLICATION
WHO?	Not talented writer only. (e.g., moderate circumstances) • After Necessities • As Insurance • For Emergencies	Reasonable return (vs. get rich quick)
WHAT?	• Objectives (Targets) • Evaluations (Tests) • Resources (Tools)	• What wanted? • Which payoff? • Which ways?
WHY?	• Organize: existing • Implement: missing • Rank: promising	
WHERE?	• Locally • Statewide • Nationally	
HOW?	• Low cost: • High speed: • Learner-centered	
WHEN?	• Now: a sample • Later: a unit • Eventually: a course	

Section III

The parade of M O D U L E S !



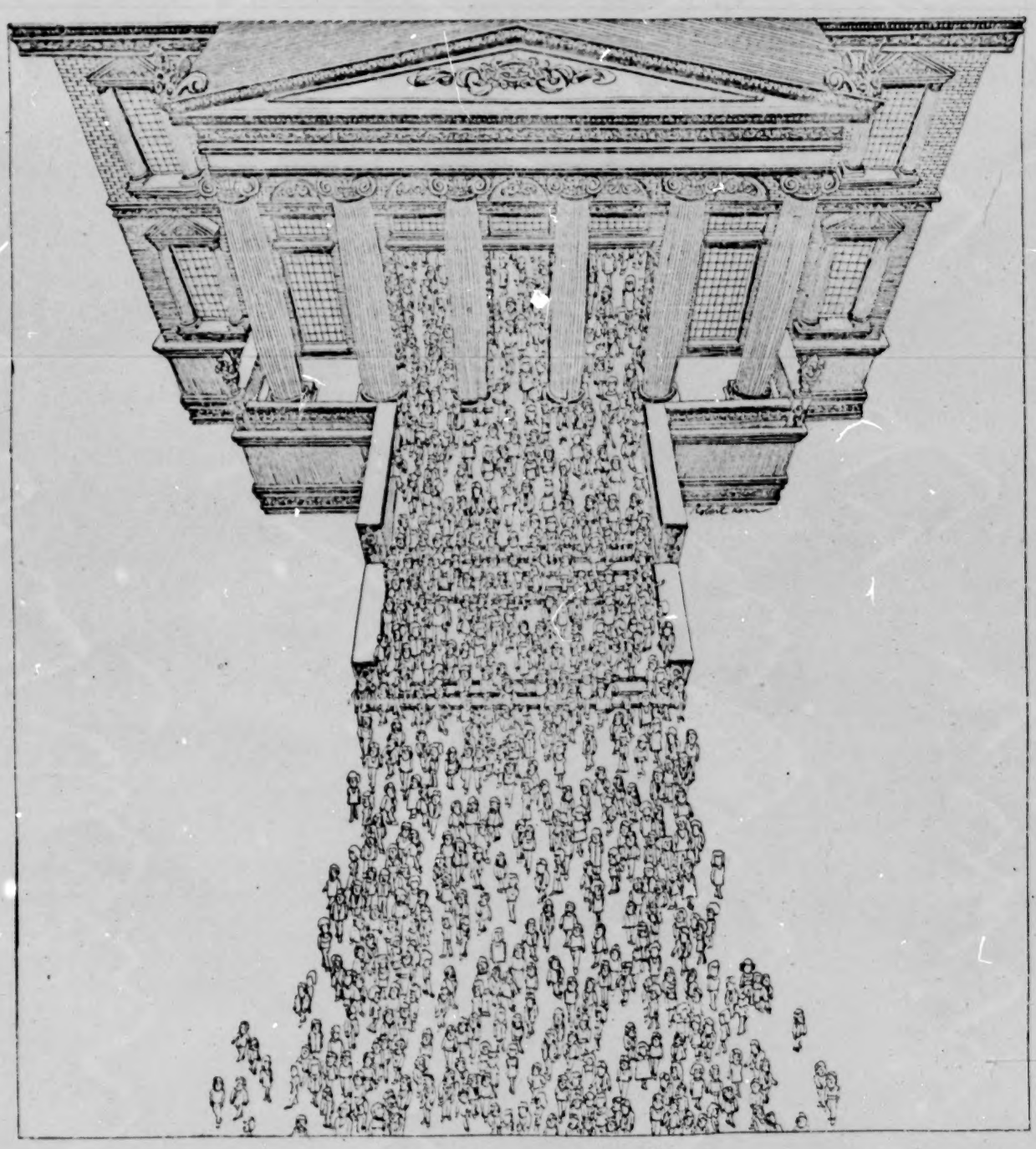
OBJ stands for OBJECTIVES.
Each objective is a step closer to the final end product. Objectives obviously come on different levels from beginner to master.

PRE stands for PRETEST.
Pretests provide diagnostic analyses of what the learner can do and needs to do next.

ENV stands for ALTERNATIVE LEARNING ENVIRONMENTS.
The learner must have a choice of activities from which to pick and choose according to preceived needs.

POST stands for MASTERY POSTTESTING.
The posttest is a measure of competency. Anyone who passes the posttest has thereby demonstrated an outstanding and worthwhile ability.

THE END PRODUCT



1. These people graduating from your institution represent the end product.

2. The end product, as far as competency is concerned, should reflect the unique philosophy of the school as well as the general requirements of the profession.

What you think you ordered isn't always what you get.

Is your OBJ?	Is your PRE?	Is your ENV?	Is your POST?
A. Someone to talk to	C. Maturity	E. Rural	G. Companionship
B. Someone to look at	D. Age	F. Urban	H. Dating

Application Exercise

Now is a good time to apply Section I and Section II by trying to put together a manageable MODULARIZED LEARNING ACTIVITY PACKAGE suitable for student-paced independent learning. Here are three helpful steps:

1st -- Come up with a detailed objective.

CRITERIA -- Start with the objective entitled OPERATING ROOM (Level One).

Either revise this objective until it suits your local requirements or rewrite it to your liking or develop another topic in the same format found on the following page.

2nd -- Examine the detailed objective to determine and modularize critical components in CONDITIONS, PERFORMANCE, and CRITERIA.

CRITERIA -- For each critical component, provide at least one detailed:

PRETEST
LEARNING ENVIRONMENT
POSTTEST

Thus, for 2.40 (THE STUDENT WILL identify and observe the roles of the surgical team), the MODULE will contain:

PRETEST 2.40
LEARNING ENVIRONMENT 2.40
POSTTEST 2.40

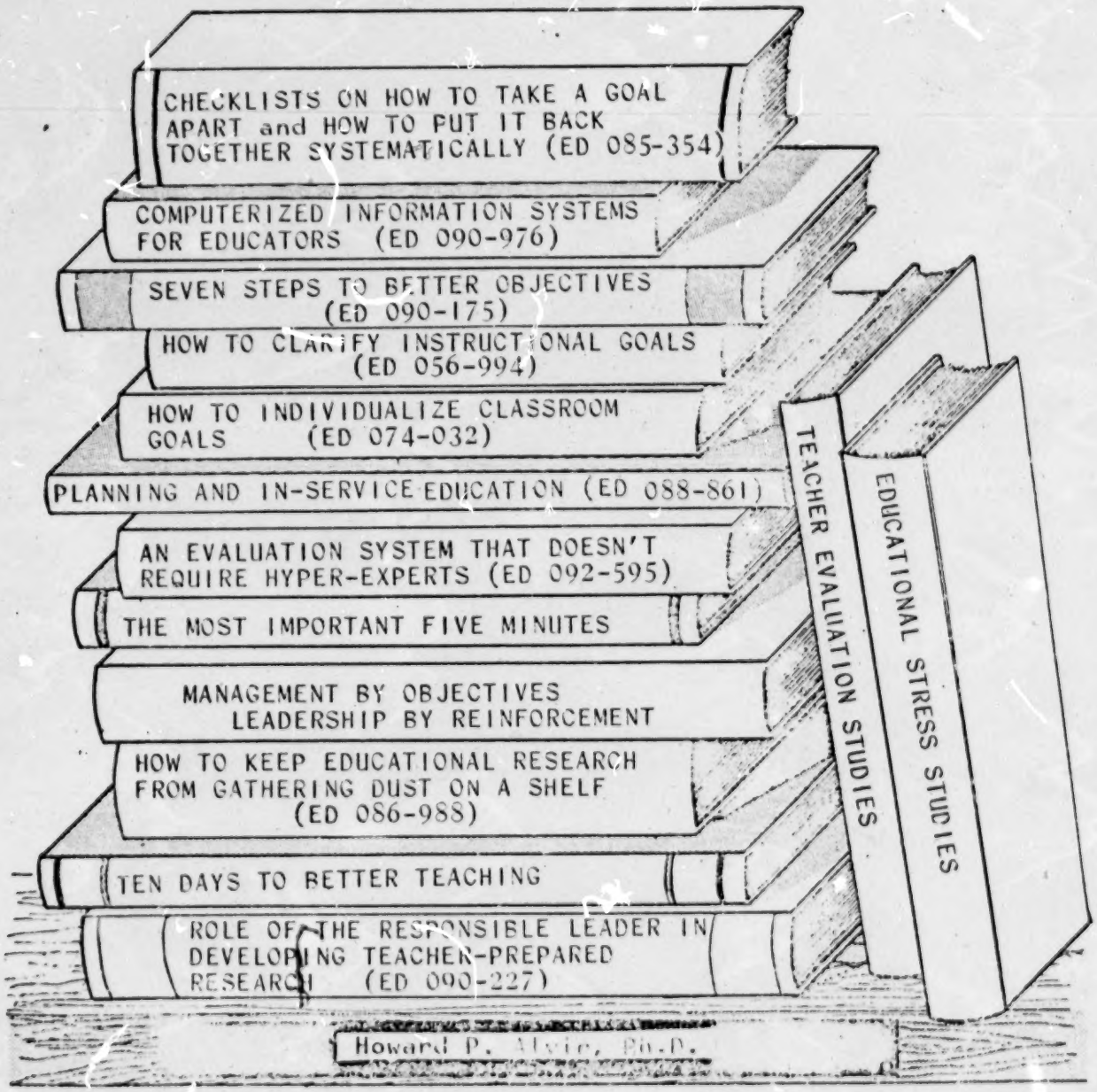
3rd -- Sequence the above materials into a draft of the module.

OPERATING ROOM
(Level One)

CONDITIONS	PERFORMANCE	CRITERIA
1.11 Operating room 1.12 OR equipment	2.10 Observe the operating room environment	3.10 Physical nature 3.11 Tile (cleaned frequently) 3.12 Lighting (shadow-free) 3.13 Ventilation (pathogenic bacteria free) 3.14 Temperature control (comfort, heat loss) 3.15 Moisture control (prevent membrane drying, static electricity) 3.16 Cleanliness (asepsis)
1.21 Preparation to enter sterile envrionment	2.20 Preserve the sterile envrionment by acceptable attire	3.21 Scrubing procedures 3.22 Gowning 3.23 Gloving
1.31 Preparation for a patient 1.32 OR team	2.30 Observe the fundamental principles of a safe environment	3.30 Safety: 3.31 Technique of asepsis by participating personnel (MD, RN, auxiliary personnel) 3.32 Translate factors in 2.10 into skill performance by operating team 3.33 Sterile drapes 3.34 Accurate instrument - sponge counts 3.35 Adequate supply of all a) Working instruments in WORKING ORDER b) Expendable materials (sutures and sponges) 3.36 Non-conductive clothing (e.g., no wool or nylon)
1.41 Surgical team 1.42 Team functioning	2.40 Identify and observe the roles of the surgical team	3.40 Importance of responsibility in each surgical team member 3.41 Surgeon 3.42 Assistant surgeon 3.43 Anesthetist 3.44 Scrub nurse 3.45 Circulating nurse
Given the above conditions:	The student will do the above:	According to the above standards:

BIBLIOGRAPHY

BEST SELLERS ...off the shelf


CHECKLISTS ON HOW TO TAKE A GOAL APART and HOW TO PUT IT BACK TOGETHER SYSTEMATICALLY (ED 085-354)
COMPUTERIZED INFORMATION SYSTEMS FOR EDUCATORS (ED 090-976)
SEVEN STEPS TO BETTER OBJECTIVES (ED 090-175)
HOW TO CLARIFY INSTRUCTIONAL GOALS (ED 056-994)
HOW TO INDIVIDUALIZE CLASSROOM GOALS (ED 074-032)
PLANNING AND IN-SERVICE EDUCATION (ED 088-861)
AN EVALUATION SYSTEM THAT DOESN'T REQUIRE HYPER-EXPERTS (ED 092-595)
THE MOST IMPORTANT FIVE MINUTES
MANAGEMENT BY OBJECTIVES LEADERSHIP BY REINFORCEMENT
HOW TO KEEP EDUCATIONAL RESEARCH FROM GATHERING DUST ON A SHELF (ED 086-988)
TEN DAYS TO BETTER TEACHING
ROLE OF THE RESPONSIBLE LEADER IN DEVELOPING TEACHER-PREPARED RESEARCH (ED 090-227)
TEACHER EVALUATION STUDIES
EDUCATIONAL STRESS STUDIES
Howard P. Alvir, Ph.D.

CRITICAL EVALUATION

Thank you for the time you took to read this manuscript entitled

THE MODULE: A TOOL IN NURSING EDUCATION

Would you PLEASE take a few minutes to summarize your reactions by responding to the following short answer and multiple choice rating questions? Circle all that apply.

OVERALL IMPRESSION :

A. Well done
B. Above average
C. Average
D. Below average
E. Unacceptable

IMPORTANCE OF TOPIC :

A. A relevant issue
B. Important
C. Highly technical
D. Futuristic
E. Out-of-date

AUTHOR'S POINT OF VIEW :

A. On target for our readers
B. Would appeal more to readers of _____
C. Not acceptable

GRAMMAR AND FORMAT (TYPING)

A. Acceptable for our publication
B. Unacceptable
C. Needs improvement in _____

INTRODUCTION (BEGINNING)

A. Well done
B. Average
C. Below average

MAIN CONTENT

A. Well done
B. Above average
C. Average
D. Below average
E. Unacceptable because _____

CONCLUSION

A. Well done
B. Above average
C. Average
D. Below average
E. Unacceptable because _____

RECOMMENDATIONS FROM US

A. We will print it
B. Revise it and return it to us for reconsideration
C. Try submitting it to _____
D. Revise it and submit it to _____
E. Reorganize it and start over again
F. Forget it; it's a lost cau